



south dakota
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

ESEA/ESSA

Every Student Succeeds Act

“The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”

South Dakota

Support and Planning Guide

District: _____

SD DOE Title I Representative: _____

Title I School(s): _____

Table of Contents

Department of Education Title Program Representatives:.....	5
Elementary and Secondary Education Act of 1965	6
Notice & Dissemination Requirements for Title I	7
ESEA/Title I Required Reports and Documents	8
Consolidated Application	8
Time and Effort Reporting	8
Assessment & Accountability Reporting.....	9
Student Reports	9
Parents’ Right To Know Statement	9
Schoolwide Program	10
Targeted Assistance Program	10
Parent and Family Engagement	11
Professional Development Plan	11
Coordination and Transition Plans.....	12
Migrant Program.....	12
McKinney-Vento Programming	13
Private Schools	14
EL/Title III	14
Foster Care	15
Tribal Consultation	16
Appendix – Sample Forms and Documents	17
Appendix A – Assessment Memo	18
Appendix B – Parents’ Right to Know Notification	20
Appendix C – Schoolwide Program & Plan	21
Appendix D – Targeted Assistance Program	22
Appendix E –Parent and Family Engagement	25
Appendix F – Professional Development Plan Template.....	26
Appendix G – Coordination Documentation and Samples	27
Appendix H – Migrant Student Information	33
Basic Migrant Child Eligibility Factors	33
Appendix I - McKinney-Vento Programming Documents	36

Intake Form - McKinney -Vento Program (Sample Form).....	38
Sample District Policy for Homeless Students	40
Appendix J – Affirmation of Consultation with Private Schools	41
Affirmation of Consultation with Private School Officials	41
Verification of Private School Participation	43
Appendix K – EL/Title III Documents & Checklists	44
Home Language Survey.....	48
Language Acquisition Plan for Student that are English Language Learners.....	50
Appendix L – ESSA and Foster Care	53
Every Student Succeeds Act and Foster Care	53
Appendix M – Foster Care Transportation Plan.....	56
Appendix N – Tribal Consultation Confirmation.....	58
Appendix O – Tribal Consultation Exception	60
Appendix P – District Assignments	61
NOTES:	63

The contents of this handbook were developed under a grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Department of Education Title Program Representatives:

Yutzil Becker	EL Program/Title III Coordinator, WIDA Assessment Coordinator Phone: 605.773.4698 Email: Yutzil.Becker@state.sd.us
Betsy Chapman	Title I Program Specialist, Schoolwide Programs, Migrant Program Data Phone: 605.773.4712 Email: Betsy.Chapman@state.sd.us
Jordan Dueis	Title I Programs Assistant Administrator, School Improvement, State Ombudsman for Private Schools Phone: 605.773.4716 Email: Jordan.Dueis@state.sd.us
Julie Elrod	Title I Secretary Phone: 605.773.6400 Email: Julie.Elrod@state.sd.us
Laura Johnson-Frame	McKinney-Vento, Neglected & Delinquent Coordinator, Title I Program Specialist Phone: 605.773.2491 Email: Laura.Johnson-Frame@state.sd.us
Shannon Malone	Title Programs Administrator Phone: 605.773.6509 Email: Shannon.Malone@state.sd.us
Jenifer Palmer	Title I Part C (Migrant Program) Coordinator, Foster Care Liaison, Title I Program Specialist Phone: 605.773.4437 Email: Jenifer.Palmer@state.sd.us
Dawn Smith	Parent & Family Engagement, School Climate, Title I Program Specialist Phone: 605.773.2535 Email: DawnL.Smith@state.sd.us

[Appendix P – District assignments for SD DOE Title Program Specialists](#)

Elementary and Secondary Education Act of 1965

Please refer to the following link for the ESEA law in its entirety:

<http://www2.ed.gov/documents/essa-act-of-1965.pdf>

[As Amended Through P.L. 114–95, Enacted December 10, 2015]

SECTION 1. 20 U.S.C. 6301 note SHORT TITLE.

This Act may be cited as the ‘‘Elementary and Secondary Education Act of 1965’’.

SEC. 2. TABLE OF CONTENTS.

The table of contents for this Act is as follows:

- Sec. 1 Short title.
- Sec. 2 Table of contents.

TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

- Sec. 1001 Statement of purpose.
- Sec. 1002 Authorization of appropriations.
- Sec. 1003 School improvement.
- Sec. 1003A Direct student services.
- Sec. 1004 State administration.

PART A—IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Subpart 1—Basic Program Requirements

- Sec. 1111 State plans.
- Sec. 1112 Local educational agency plans.
- Sec. 1113 Eligible school attendance areas.
- Sec. 1114 Schoolwide programs.
- Sec. 1115 Targeted assistance schools.
- Sec. 1116 Parent and family engagement.
- Sec. 1117 Participation of children enrolled in private schools.
- Sec. 1118 Fiscal requirements.
- Sec. 1119 Coordination requirements.

Notice & Dissemination Requirements for Title I

<p>Individual Student Results from Spring 2017 Please see the DOE website for further information: Assessment Memo – Appendix A</p>	<p>The South Dakota Department of Education recommends that districts determine the best way to communicate individual student level results with parents/guardians.</p> <p>Individual student results must be disseminated in a method that ensures all parents/guardians receive the results and in an understandable format.</p>
<p>State, District, School and NAEP Report Cards. Assessment (All Students) and Accountability (Full Academic Year) data for the 2016-17 school year to include:</p> <ul style="list-style-type: none"> • Smarter Balanced assessment data • MSAA (alternate assessment) data* • Dakota STEP & Dakota STEP Alternate science assessment data • NAEP data for State of South Dakota** <p>NOTE: This applies to all schools in districts that receive federal funds under the Elementary and Secondary Education Act. This is not just a Title I requirement.</p> <p>*MSAA results coming soon. **NAEP data is 2017.</p> <p>Please see the DOE website for further information: http://doe.sd.gov/Assessment/. Call 605.773.6400 for the Title I office or the Assessment/Accountability office at 605.773.3246</p>	<p>Districts must ensure that the public, including all parents and teachers, have been given access to Report Card information by, at a minimum, placing it on the LEA website. (Section 1111 (h)(2)(B)(iii))</p> <p>Districts must ensure that all parents have been given access to Report Card information and be able to document it. All of the State, District and School information required to be disseminated is available in the Report Card produced by the South Dakota Department of Education.</p> <p>An LEA may use its regular method of communicating with parents/guardians to meet the dissemination requirement as long as it provides information to all parents/guardians. A complete printed copy should be retained at the main office of each LEA and be made available to the public.</p>
<p>Parents Right to Know Notification Appendix B</p>	<p>As soon as possible. Back-to-school newsletters, newspapers, handbook etc.</p>
<p>Teacher Qualification notification</p>	<p>A letter must be sent home to parents if their student has been or will be, taught for four (4) or more weeks by a non-qualified substitute or substitutes. Title I schools only. Teacher qualifications for all teachers are not required to be sent home to parents or posted in the school.</p>
<p>Convene a Title I, Part A informational meeting for parents</p>	<p>Should be held in the early fall. The Title I program should be explained to them and that they, the parents, have the right to be involved. Information about the status of the schools should also be explained (Focus, Priority, Status, Exemplary, etc.)</p>
<p>Disseminate district Parent Involvement Policy/Plan, School Level Parent Involvement Policy/Plan, and Compact.</p>	<p>In the early fall. May be done through handbooks, Title I packets, backpacks, etc.</p>

ESEA/Title I Required Reports and Documents

Report or Document	Description	Technical Assistance/How to meet the requirement
Consolidated Application All Districts and Schools unless no schools in the district will be accepting Title I funds	<p>All districts applying for Title I and other federal funds must complete the Consolidated Application, which includes the thirteen component LEA Plan. The LEA plan is available for download on the Title I webpage under 2017-2018 Resources: http://doe.sd.gov/oess/titlei.aspx. This application must be completed, in a substantially approvable form, no later than July 1st of each year or other deadline as determined by the SD DOE.</p> <p>NOTE: For further information or for help with any part of the application, please contact your Title I representative or go to this website and view the Training Videos: https://sddoe.mtwgms.org/SDDOEGMSWeb/logon.aspx</p>	<p>Districts cannot obligate funds for the upcoming school year unless the Consolidated Application has been submitted in a substantially approvable form. Substantially approved means that the School Selection section has been completed and school-level fund distribution has been determined. Each school's Title I section must also be completed. Funds cannot be drawn down until the application has been reviewed, corrected if necessary, and approved by the DOE.</p> <p>Districts with new Superintendents, Business Managers, Title I contacts, Homeless Liaisons, or Title III contacts MUST update the contacts in the application as soon as possible.</p>
Time and Effort Reporting All Districts and Schools	<p>Criteria: According to the Appendix to 2 C. F. R. Part 225 (formerly OMB Circular A-87) an employee whose salary and wages are supported, in whole or in part, with Federal funds must document his/her time spent working on Federal programs in order to ensure that charges to each Federal program reflect an accurate account of the employee's time and effort devoted to that program.</p>	<p>For those working solely on a single Federal award or cost objective, this may be done through semiannual certifications.</p> <p>For those working on multiple activities or cost objectives, the documentation is done through personnel activity reports. Time distribution records must (a) reflect an after-the-fact distribution of actual activity; (b) account for the total activity for which the employee is compensated, (c) be prepared at least monthly; and (d) be signed by the employee.</p>

Report or Document	Description	Technical Assistance/How to meet the requirement
<p>Assessment & Accountability Reporting</p> <p>All Districts and Schools</p>	<p>Each year, districts are required to disseminate the Report Card for the district and all schools in the district by making it accessible to the public.</p>	<p>Must be posted on district and school websites.</p> <p>Possible ways to disseminate information if a district does NOT have a website :</p> <p> <input type="checkbox"/> Community Newspaper <input type="checkbox"/> Handbook <input type="checkbox"/> ESA Booklet <input type="checkbox"/> School Newsletter <input type="checkbox"/> E-News or Email <input type="checkbox"/> Mailing to Parents <input type="checkbox"/> Binders in Schools <input type="checkbox"/> Parent Portal/DDN Message <input type="checkbox"/> Public Places Other _____ </p>
<p>Student Reports</p> <p>All Districts and Schools</p>	<p>Each school must distribute individual student assessment reports to parents. This includes reports for Smarter Balanced, Dakota STEP, NCSC, and ACCESS.</p>	<p> <input type="checkbox"/> Mailed to Parents <input type="checkbox"/> Conferences <input type="checkbox"/> Open House Other: _____ </p>
<p>Parents' Right To Know Statement</p> <p>Title I specific requirement</p>	<p>At the beginning of each school year, any district that receives Title I funds must notify the parents of each student attending a Title I school that the parents may request information regarding the professional qualifications of the student's classroom teachers. The district will provide a response to the parents' request in a timely manner.</p> <p>The LEA/school must also provide timely notice that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not qualified.</p>	<p>The notice and information provided to parents must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p> <p>The easiest way to notify parents is to place a statement in the student handbook.</p> <p style="text-align: center;"><u>Appendix B</u></p>

Report or Document	Description	Technical Assistance/How to meet the requirement
<p>Schoolwide Program</p> <p>Title I specific requirement</p>	<p>Schoolwide Programs are an option for Title I buildings with 40% or more poverty. Flexibility is extended to SW programs as they can combine some, but not all programs. Any student needing services (no rank order, more fluid groupings) may receive intervention assistance. All teachers are responsible for all students in a schoolwide program.</p> <p>An updated SW plan must be on file with the SD DOE for the 2017-2018 school year. The updated SW Template is available at http://doe.sd.gov/oess/titlei.aspx. The updated plan must be uploaded with the 2017-2018 GMS application.</p>	<p>Should be a working document, not static. Should be discussed and revised throughout the year.</p> <p>Appendix C</p>
<p>Targeted Assistance Program</p> <p>Title I specific requirement</p> <p>Students must be marked in Infinite Campus if they receive Title I services in Reading and/or Math. Please coordinate with the data entry person for the district. It is recommended that a list of Title I students be run at the end of each semester to verify it's accuracy prior to data being pulled for Accountability purposes.</p>	<p>The term "targeted assistance" signifies that the services are provided to a select group of children--those identified as failing, or most at risk of failing, to meet the challenging State academic standards --rather than for overall school improvement.</p> <p>The goal of a targeted assistance school is to improve teaching and learning to enable Part A participants to meet the challenging State academic standards that all children are expected to master.</p> <p>Eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.</p>	<p>Targeted Assistance Program Checklist Sample letter to parents Appendix D</p> <p>Data must be entered in to Infinite Campus. Please work with the Data Coordinator for your district to ensure accuracy.</p>

Report or Document	Description	Technical Assistance/How to meet the requirement
<p>Parent and Family Engagement</p> <p>Title I specific requirement</p>	<p>ESEA Section 1116 Parent and Family Engagement requires Title I schools to develop jointly with parents 3 documents to build partnerships with families. Each LEA (local education agency) must develop a district parent involvement policy that explains how the district will support the school in their efforts to engage families and outline how the district will support their Title I schools in efforts to build partnerships with families. Each Title I school must develop a school level parent involvement policy jointly with parents that shall describe the means by which the school will support families and include families in their child's academic learning. Such policy must be updated periodically to meet the changing needs of families. A third component is the school/parent compact such compact outlines how the school, parents, and students will share the responsibility for improved student academic achievement. The documents are intended to build relationships and capacity and to set clear expectations for family and community engagement. All three documents must be disseminated to parents of students in Title I.</p>	<p>The district policy/plan must be updated for the 2017-2018 schoolyear to reflect the changes under ESSA.</p> <p><u>Appendix E</u></p>
<p>Professional Development Plan</p> <p>All Districts and Schools</p>	<p>Each District must have a written Professional Development plan driven by a Comprehensive Needs Assessment. PD must be data driven.</p> <p>School level PD should also be data driven and align with district PD/needs.</p>	<p>Template may be downloaded from the Title website or from the District Academic Improvement section of the GMS</p> <p><u>Appendix F</u></p>

Report or Document	Description	Technical Assistance/How to meet the requirement
<p>Coordination and Transition Plans</p> <p>All Districts and Schools</p>	<p>***New under reauthorization of ESEA</p> <p>The district coordination and transition plan requirement was eliminated under the re-authorization of ESEA. Transition activities are now part of the district/LEA Plan.</p> <p>Coordination activities must be still developed with the input of Head Start, early childhood programs, and other preschool / childcare programs as well as parents, community, and LEA staff. New for 2017 is that there must be a written agreement (MOU) between the district and Head Start as well as any applicable early childhood facilities.</p> <p>See Appendix G for the required activities and samples that may be used for the agreements.</p>	<p>LEA Plan – Questions 8 and 10 – Transition</p> <p>Coordination Requirements – See Appendix Appendix G</p>
<p>Migrant Program</p>	<p>The purpose of the Migrant program is to:</p> <ul style="list-style-type: none"> - support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves; - ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards; - ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner; - ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic 	<p>Data must be entered in to Infinite Campus. Please work with the Data Coordinator for your district to ensure accuracy.</p> <p>Examples of the Certificate of Eligibility are included in the Appendix.</p> <p>Appendix H</p>

Report or Document	Description	Technical Assistance/How to meet the requirement
	<p>achievement standards that all children are expected to meet;</p> <ul style="list-style-type: none"> - design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and - ensure that migratory children benefit from State and local systemic reforms. 	
<p>McKinney-Vento Programming</p> <p>All Districts and Schools</p>	<p>As defined by McKinney-Vento Homeless Education Assistance Act of 2002, Subtitle B of Title VII, Section 725 as reauthorized under ESSA 2015, the term, “homeless children and youths”, means individuals who lack a fixed, regular, and adequate nighttime residence.</p> <p>Each district must have a McKinney-Vento Liaison. If this person is not also the Title I Director or Coordinator, they must work together to ensure all of the requirements are being met and all of the required documents are in place.</p> <p>The McKinney-Vento Liaison is the only person who can make an official determination of the homeless status of a student.</p>	<p>Every district must:</p> <ol style="list-style-type: none"> 1. Have a District Liaison 2. Have a board adopted policy pertaining to the rights of M-V students 3. Have a Dispute Resolution Policy 4. Eliminate policies and procedures that create barriers to the enrollment & retention of qualifying children and youth 5. Publicly Post information <p>Districts with homeless students may also have to set-aside Title I funds to cover services to students.</p> <p>Data must be entered in to Infinite Campus. Please work with the Data Coordinator for your district to ensure accuracy.</p> <p><u>Appendix I</u></p>

Report or Document	Description	Technical Assistance/How to meet the requirement
<p>Private Schools</p> <p>All Districts with students from their Title I attendance areas attending private schools.</p>	<p>Section 1117: PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS</p> <p>The mandate requiring local school districts to use a portion of their Title I grants to provide compensatory education services to private school students has been a part of the Title I authorizing legislation since the original 1965 law was enacted. LEAs are required to consult with private school officials on important issues such as the location of services and what the services will entail. There must be consultation with private schools to determine, what, if any, services are necessary for eligible students. Consultations should occur in the spring to determine services for the up-coming school year and should be more than just a one-time meeting.</p> <p>The Affirmation of Consultation form must be completed and returned to the SD DOE before a district's Consolidated Application will be given final approval.</p> <p>There are significant changes in how funding for this area is handled. More information will be available later in the school year.</p>	<p>Significant Changes Under ESSA</p> <ul style="list-style-type: none"> • Ombudsman Requirement • Equitable Services Funding • Consultation Requirements • SEA Compliance Role <p>Documents for 2017-2018: Appendix J</p>
<p>EL/Title III</p> <p>All Districts and Schools</p>	<p>School systems and educators have a legal responsibility to provide for the needs of English Learners. They also have the educational responsibility of ensuring that every child can achieve the level of knowledge and skills they need to be productive citizens who participate in all areas of our society.</p> <p>If the school suspects a child is an English Learner, the school must identify and test the students.</p> <p>If there is at least one English Learner student, the school</p>	<p>http://doe.sd.gov/oess/TitleIIIela.aspx</p> <p>Appendix K</p>

Report or Document	Description	Technical Assistance/How to meet the requirement
	<p>must use a well thought out pedagogic approach based on sound educational practice and theory for each and every student.</p> <p>The school must provide sufficiently qualified human resources, bilingual material, and appropriate programs and methodologies which will ensure the learning of English and the curriculum to the same extent as native English speaking students.</p>	
Foster Care	<p>The ESEA contains key protections for students in foster care to promote school stability and success, and required collaboration with child welfare partners. The key components are:</p> <ul style="list-style-type: none"> • Remain in the same school when in the child's best interest; • Immediate enrollment in school and transfer of school records; • School transportation when necessary • Point of contact designated within state educational agency; • Local educational agency point of contact; • Removal of "awaiting foster care placement" from the McKinney-Vento Act; • Required to report annually on student achievement and graduation for students in foster care. 	<p>More information will be made available as soon as the state plan is completed. Please contact Jenifer Palmer at 605-773-4437 if you have further questions.</p> <p>For more information - Appendix L</p> <p>Handouts that may be printed with if sharing with other groups: Appendix M</p>

Report or Document	Description	Technical Assistance/How to meet the requirement
Tribal Consultation	<p>Affected local educational agencies (LEAs) are required to consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs. This requirement is designed to ensure timely and meaningful consultation occur on issues affecting American Indian (AI)/Alaskan Native (AN) students.</p> <p>An affected LEA is one that <i>either</i>:</p> <ol style="list-style-type: none"> 1) Has 50 percent or more of its student enrollment made up of American Indian (AI)/Alaskan Native (AN) students; or 2) Received an Indian Education Formula grant, from the US Department of Education, under Title VII in the previous fiscal year that exceeded \$40,000; and 3) Include a tribe located in the area served by the LEA. <p>The location of the tribe and the area that the LEA serves will determine who the LEA must consult with, not the representation of the students.</p> <ul style="list-style-type: none"> • If there is an Indian reservation located in the jurisdiction or bordering the jurisdiction of the affected LEA, the LEA must consult with that tribe, or with a tribal organization approved by the tribe. 	<p>A guidance document and required consultation verification form can be found at:</p> <p>http://doe.sd.gov/oess/TitleI.aspx</p> <p>Appendix N – Tribal Consultation Confirmation</p> <p>Appendix O – Tribal Consultation Exception</p>

Appendix – Sample Forms and Documents

Each form or document made be printed and used as necessary. Most of the documents are also available on the South Dakota DOE website: <https://doe.sd.gov>;

If an electronic, editable version is needed, please contact your Title I Representative.

Appendix A – Assessment Memo



800 Governors Drive
Pierre, SD 57501-2294

T 605.773.3134
F 605.7736139
www.doe.sd.gov

MEMORANDUM

Accessing, Using and Reporting State Test Results

Updated: May 10, 2017

This memorandum provides information and resources related to the following topics:

1. Federal requirement to notify parents and teachers of state assessment results
2. Communicating test results with parents/guardians
3. Accessing results for statewide assessments

1) Federal Reporting Requirements

- According to the Every Student Succeeds Act, “a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student – *information on the level of achievement and academic growth of the student, if applicable and available*, on each of the State academic assessments required under this part;” (emphasis added -- Section 1112 (e) (1) (N)(i)).
 - Districts determine the best way to communicate student-level results with parents.
 - Options may include printing the results to send home with student report cards; uploading documents to the parent portal; sharing at parent-teacher conferences, etc.
 - Some schools may choose to send home student-level results from the Smarter Balanced, ACCESS 2.0, and ACCESS 2.0 Alt, assessments at the end of the current school year.
 - Other schools may choose to send results home over the summer or with the start of the 2016-17 school year.
 - Student growth reports for Smarter Balanced and MSAA (Multi-State Alternate Assessment) for ELA and math will be available before the start of the 2017-18 school year.

2) Resources for Communicating Results with Parents/Guardians

- A number of resources are posted on the DOE’s “Assessment” webpage for use by school districts.
- Resources include:
 - An Interpretive Guide designed to help parents understand their child’s Smarter Balanced assessment results. The Interpretive Guides have been updated to mirror the changes to reports.

- A sample letter schools could use to send to parents regarding assessment results; and
- Information on ACCESS 2.0 and ACCESS Alt 2.0.

3) Accessing Results

- Student-level reports are available for each assessment and can be accessed as follows:
 - ACCESS 2.0 and ACCESS 2.0 Alt paper reports are provided directly to the districts to share with parents and teachers. Reports will be available on or close to May 8, 2017.
 - Science and science –alt reports will be available in late fall, 2017. Smarter Balanced Individual Student Reports are available in the Online Reporting System found at <http://sd.portal.airast.org/>. Once the test window closes and all scoring is completed, the reports can be accessed. Waiting until later in May will allow access to an updated report for both Math and ELA. The ELA report will have information about the student’s writing based on the rubrics.
 - MSAA (Multi-State Alternate Assessment) reports will be available in mid-August through the MSAA testing delivery platform.
 - Smarter Balanced and MSAA reports will be available through the South Dakota Assessment Portal in late summer.
 - Student growth reports for Smarter Balanced and MSAA will be available in SD STARS and SDAP in late summer.
- The Smarter Balanced Online Reporting System is accessible via the Smarter Balanced portal located at <http://sd.portal.airast.org/> (click on “Test Administrators” tab)

Because this is a secure site, you will need your log-in and password to access.

- This is where appropriate users can compare score data between individual students, groups of students, schools, and across the district.
- The system also provides more detailed information about performance on “claims,” which are groups of test questions that measure similar skills.
- The system provides dynamic data that can be used to gauge students’ achievement on various assessments. Data in this system is not to be used for official accountability purposes.
- Smarter Balanced Online Reporting System User Guide
http://sd.portal.airast.org/wp-content/uploads/SD_ORIS_UserGuide.pdf
- Webinar: Online Reporting System Presentation and PowerPoint
<http://sd.portal.airast.org/resources/?section=2> – Under Resources, go to Tutorials and the presentation and PowerPoint for the Online Reporting System can be viewed.

Appendix B – Parents’ Right to Know Notification

Sample:

What do I know about my child's teacher? The federal education law put in place by the Elementary & Secondary Education Act (ESEA) requires that all parents in a Title I school be notified of their right to request, and receive in a timely manner, information about the professional qualifications of classroom teachers and paraprofessionals (if applicable) instructing their child. If you are interested in this information, you may send your request to the building principal who will provide a timely response.

Appendix C – Schoolwide Program & Plan

Title I Schoolwide Plan

Directions: Update Title I Schoolwide Plans prior to submitting SDDOE as part of the GMS to ensure that all requirements have been met. If a plan does not address all components, it is out of compliance with ESEA requirements and will need to be adjusted.

Schoolwide Plan:

Component 1: Comprehensive Needs Assessment (CNA) [Section 1114 (b)]

Component 2: Schoolwide reform strategies that may include interventions that provide opportunities for all children, including each of the subgroups of students to meet the challenging state academic standards. [Section 1114(b) (7) (A)(i)]*

Component 3: Schoolwide reform strategies that: 1) use methods and instructional strategies that strengthen the academic program in the school; 2) increase the amount and quality of learning time; and 3) help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. [Section 1114(b) (7) (A)(ii)]*

Component 4: Schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

***Component #2** – specific to strategies targeting success on the state academic standards, and if applicable, specific subgroups. These strategies could include extra tutoring for struggling students in specific subgroups such as ED, SPED, etc.

***Component #3** – specific to strategies that strengthen all aspects of the school. This could include expanding the school day to allow for more time in classes or to build in an intervention period, mentors for new teachers, or the hiring of a fine arts teacher.

Appendix D – Targeted Assistance Program

Targeted Assistance Program Checklist

Targeted Assistance Programs shall:

- ☐ Use program resources to provide services to eligible children identified as having the greatest need for special assistance;
- ☐ Have a process to determine which students are eligible:

The eligible population for services under this section is—

- ☐ children not older than age 21 who are entitled to a free public education through grade 12; and
- ☐ children who are not yet at a grade level at which the local educational agency provides a free public education.;
 - eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.
 - Children included are children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part.
- ☐ Use methods and instructional strategies to strengthen the academic program of the school through activities, which may include—
 - ☐ expanded learning time, before- and after- school programs, and summer programs and opportunities; and
 - ☐ a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)
- ☐ Coordinate with and support the regular education program, which may include services to assist preschool children in transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs;
- ☐ Provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other

school personnel who work with eligible children in programs under this section or in the regular education program;

- ☐ Provide strategies to increase the involvement of parents of eligible children in accordance with section 1116; and
- ☐ If appropriate and applicable, coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and
- ☐ Provide to the local educational agency assurances that the school will—
 - ☐ help provide an accelerated, high-quality curriculum;
 - ☐ minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
 - ☐ on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

Sample:

School Letterhead

Dear Parents,

Our school is a Title I School which means extra assistance is available for students. Title I services are available because the federal government provides funding to each state. In return the state educational agency sends the funds to districts. Funding for Title I Programs is determined by the number of low- income students attending a school. Students do not have to be from low income families to receive Title I services. Our school qualifies as a Title I school.

Since _____ School is a Title I School, our school provides Title I services for children in grades kindergarten through fifth grade. The goal of Title I is to provide instructional services and activities to ensure a well-rounded education for students. Students are identified for assistance for the Title I Program by multiple criteria that the school has chosen such as teacher evaluation, teacher and parent referral, a broad range of assessments, and educational need. Once it is determined that a child is eligible for assistance, the school develops a program for students to support/supplement regular classroom instruction.

The Title I program will provide your child with extra educational assistance beyond the regular classroom.

Parental engagement is the key to success for all students. Title I puts in place many avenues to assist parents in the engagement of their child's education. As a parent of a child that is eligible to receive additional services, it is your right to be involved in your child's education.

Opportunities for you to be involved in your child's education through the Title I Program are outlined in Title I parent engagement policies and compacts that we have attached to this letter. Please read through the documents and if you have any questions contact your child's teacher at 605-555-5555 or at the following email. _____

An annual meeting will be held to keep you informed of the Title I program and your rights as a parent.

We are very excited to hear from you and welcome your suggestions and involvement in your child's education. Come join us on _____ to hear more about what our school is doing to assist your child.

Please contact your child's teacher with any questions.

Sincerely,

School principal

Appendix E –Parent and Family Engagement

Checklist of Parent and Family Engagement in Title I

This compliance checklist is a reminder list developed for district and school personnel to ensure the parental involvement requirements are completed on an annual basis.

- ☐ Parent Involvement Policies - Each district and school that receives Title I Part A funds or services must develop jointly with, agree on with, and distribute to parents of participating children, written parental involvement policies that contain information required by the Elementary and Secondary Education Act. [Section 1116]

Each Local Education Agency that receives funds under Title I must jointly develop with parents a District Level Parent Involvement Policy.

Each school served under Title I must jointly develop with parents a School Level Parent Involvement Policy/Plan.
- ☐ Parent-School Compacts - A written commitment must be developed indicating how all members of the school community, including parents, teachers, principals, students, agree to share responsibility for student learning. [Section 1116]
- ☐ Annual Parent Meeting - Each year, the Title I program is required to host a meeting for parents to explain what the Title I program is and how Title I students will be assessed. It should also include information on how parents can be involved in their children's education. [Section 1116]
- ☐ Professional Development for Parents -The Title I program provides parents with opportunities to become partners with the school in promoting the education of their children at school and at home. [Section 1116] .
- ☐ Annual Review Meeting - Each year, Title I requires a review to be conducted of the entire Title I program, including the Parent and Family Engagement policies. Parents are to be informed of any results of this meeting. [Section 1116]
- ☐ Assessment Information: Share frequent reports of student progress with parents. [Section 1111]
- ☐ Parents' Right to Know Clause - Parents have the right to know the qualifications of their children's teacher. At the beginning of each school year, the LEA must notify parents of such information. Parents must also be informed if their child is taught for four or more weeks by a teacher who is not "state qualified/certified". [Section 1112]
- ☐ English Learners Parent Notification - Parents must be notified if their children are placed in a program for EL students. [Section 1111]
- ☐ Reservation of Funds - If a district's Title I allocation is \$500,000 or more, they are then required to set aside 1% of their district's Title I allocation for parental involvement. 90% shall be distributed to Title I schools with priority to high need schools. [Section 1116]

Appendix F – Professional Development Plan Template

(This template is normally on a legal size sheet of paper to give more room to type. Access the electronic copy on either the website or in the GMS system)

Demonstrated Need	Professional Development Description	Professional Development Goals (Tied to district/school goals)	Timeline	Involved Person(s) (indicate if it is specifically for admin or teachers when not for full staff)	Evaluation of Effectiveness and/or Impact (How)	Resources Required (Supplies, additional plans, prior trainings)	Funding Source(s)			Indicate District Wide PD or Building/School Level PD
							Title I	Title II	Other (Describe)	
		1.				•				
		2.				•				
		1.				•				
		2.				•				
		1.				•				
		2.				•				
		1.				•				
		2.				•				
		1.				•				

Appendix G – Coordination Documentation and Samples

SEC. 1119 COORDINATION REQUIREMENTS.

(a) **IN GENERAL.**—Each local educational agency receiving assistance under this part shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each local educational agency shall develop agreements with such Head Start agencies and other entities to carry out such activities.

(b) **ACTIVITIES.**—The activities referred to in subsection (a) are activities that increase coordination between the local educational agency and a Head Start agency and, if feasible, other entities carrying out early childhood education programs serving children who will attend the schools of the local educational agency, including—

- (1) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;
- (2) establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;
- (3) conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
- (4) organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
- (5) linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.

(c) **COORDINATION OF REGULATIONS.**—The Secretary shall work with the Secretary of Health and Human Services to coordinate regulations promulgated under this part with regulations promulgated under the Head Start Act.

<u>ESEA Title I, Coordination Requirements (SEC.1119 (b) Activities)</u>	<u>OHS, Head Start Performance Standards (Part 1304, Subpart D-Program Design &Management (c)Transition services)</u>
(1) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;	(i) Coordinating with the schools or other agencies to ensure that individual Early Head Start or Head Start children's relevant <u>records</u> are transferred to the school or next placement in which a child will enroll or from earlier placement to Early Head Start or Head Start;
(2) establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;	(ii) Outreach to encourage <u>communication</u> between Early Head Start or Head Start staff and their counterparts in the schools and other child care settings including principals, teachers, social workers, and health staff to facilitate continuity of programming;
(3) conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;	(iii) Initiating <u>meetings</u> involving Head Start teachers and parents and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children;
(4) organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and	(iv) Initiating <u>joint transition-related training</u> for Early Head Start or Head Start staff and school or other child development staff.
(5) linking the educational services provided by such local educational agency with the services provided by local Head Start agencies and other early childhood education programs.	<i>(Repeat of ii) Outreach to encourage communication between Early Head Start or Head Start staff and their counterparts in the schools and other child care settings including principals, teachers, social workers, and health staff to facilitate continuity of programming;</i>

On the next pages, there are two samples that districts may use depending on the needs in the district

or

the district may develop its own document as long as the requirements are met.

SAMPLE 1

MEMORANDUM OF UNDERSTANDING – ESEA SECTION 1119 COORDINATION

School Year: _____

Purpose: The purpose of this agreement is to facilitate collaboration and exchange of services between the _____ School District and the *insert name of Head Start or Program*.

Program Description: The *insert name* Head Start program currently serves three to five-year-old children and their families located in the _____ School District. The _____ School District currently has an early intervention program that provides education and related services for eligible children birth through age five.

Implementation: The School District and *insert name* Head Start Program, Inc. will work cooperatively to:

- (1) develop and implement a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program by *insert “how” this will be accomplished;*
- (2) establish channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs by *insert “how” this will be accomplished;*
- (3) conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children by *insert “how” this will be accomplished;*
- (4) organize and participate in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff by *insert “how” this will be accomplished;* and
- (5) link the educational services provided by such local educational agency with the services provided by local Head Start agencies by *insert “how” this will be accomplished.*

Confidentiality: The School District and *insert name* Head Start Program, Inc. will follow the requirements outlined in the Family Education Right to Privacy Act (FERPA), the state and federal guidelines under the Elementary and Secondary Education Act, Individuals with Disabilities Education Act (IDEA) and the Head Start Program Performance Standards (HSPPS).

Pertinent child progress/education records should be sent to: _____

(Staff contact name –
Kindergarten Teacher/SPED Staff, etc.)

Contact information for transfer of records: _____

(Contact person's email, fax or mailing address for
preferred form of transfer of records)

School District Superintendent or designated
representative

insert name Head Start

Date

Date

SAMPLE 2

MEMORANDUM OF UNDERSTANDING – ESEA SECTION 1119 COORDINATION

XXXXXX School District and

XXXXXX Head Start Program of XXXXX local Pre-School

ESEA Section 1119: Each local educational agency receiving assistance under this part shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each local educational agency shall develop agreements with such Head Start agencies and other entities to carry out such activities.

PURPOSE

The purpose of this agreement is to facilitate and coordinate the following activities between XXXXX school district and XXXXX Head Start/XXXX Pre-school:

- (1) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;
- (2) establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;
- (3) conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
- (4) organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
- (5) linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.

Activities:

The XXXXX School District and XXXX Head Start will:

1. Transfer records by
2. Ensure that Kindergarten teachers know who they should be working with by.....
3. Ensure opportunities to discuss the developmental and other needs of individual children will be provided through meetings with
4. Conduct joint transition related training for school staff and XXXXXXXXX by
5. Ensure that educational services provided by the LEA are linked with local Head Starts or Pre-schools by.....

This agreement is in effect from XXXXXXXXXXXX to XXXXXXXXXXXXXXXXXXXX and will be reviewed and renewed on an annual basis.

Signatures

Elementary Principal

Date

Superintendent

Date

Head Start Executive Director

Date

Head Start Director

Date

Required Activities – Best Practice Examples

1. Record Transfer

Best practice ex: *Records, including copies of signed parent permissions for data sharing (if any), are transferred in person to the Kindergarten teacher or lead teacher and there is documentation of receipt of records.*

2. Communication

Best practice ex: *communication between teachers from all agencies; communication regarding health concerns for individual children; notification of IEP meetings.*

3. Meetings

Best Practice Ex: *Kindergarten and Head Start teachers meet at the school where the child will be attending to share insight to the child's behavior and social skills, development and family involvement.*

4. Joint Trainings

Best Practice Ex: *Head Start and LEA reach out to each other and also include Childcare programs and community/private preschool providers as partners in training opportunities. Training opportunities are appropriate for early childhood staff.*

5. Transitions Services/Activities

Best Practice Ex: *LEA and Head Start grantee will cooperatively develop procedures to provide for a smooth and orderly transition of children both into and out of programs through visiting classrooms, lunchrooms, and schools or other agreed upon activities. All information shared in this process shall conform to confidentiality and due process requirements. Head Start shall invite kindergarten staff to speak to parents of Kindergarten eligible children during a parent meeting. This activity would set a positive tone for parents as they transition to the public school. Discussion topics might include School Readiness, curriculum, social skills etc. Similar activities should be done with other childcare and community/private preschools.*

Appendix H – Migrant Student Information

Basic Migrant Child Eligibility Factors

AGE

The child is younger than age 22.

SCHOOL COMPLETION

The child is eligible for a free public education under State law.

MOVE

The child moved on his or her own as a migratory agricultural worker/migratory fisher **OR** the child moved with or to join/precede a parent spouse or guardian who is a migratory agricultural worker/migratory fisher, **AND**

The move was from one school district to another, **AND**

The move was a change from one residence to another residence, **AND**

The move was due to economic necessity, **AND**

The move occurred within the past 36 months.

PURPOSE OF THE MOVE

One purpose of the workers move was to seek or obtain qualifying work:

The worker moved to obtain qualifying work and obtained it, **OR**

The worker moved for qualifying work specifically, but did not obtain the work, **AND**


The worker has a prior history of moves to obtain qualifying work, **OR**

There is other credible evidence that the worker actively sought qualifying work soon after the move.

QUALIFYING WORK

The employment is seasonal or temporary, **AND**

The work is agricultural or fishing.



National Certificate of Eligibility – South Dakota Migrant Education Program

☐ Name of SD School District:

☐ Residency Date:

An electronic copy of this COE can be downloaded at http://doe.sd.gov/oes/documents/TitlePartC_CertificateofEligibility.pdf

I. FAMILY DATA

1A. Parent/Guardian (Last Name(s), First Name, Middle Name):

2A. Current Address:

1B. Parent/Guardian (Last Name(s), First Name, Middle Name):

2B. City: State: Zip Code:

1C. Self-Eligible Youth (Last Name(s), First Name, Middle Name):

2C. Home or Contact Telephone Number:

II. CHILD DATA

3. (Last Name 1, Last Name 2, Suffix, First Name, Middle Name)	4. Sex M or F	5. Birth Date mm/dd/yy	6. Code	7. MB	8. Code	9. SIMS # (9 digits)	10. Birth Place (City/State/Country)	11. Attendance Center's Name	12. Date child enrolled

III. Qualifying Move and Work

1. The child(ren) listed on this form moved due to economic necessity from a residence in _____ School district _____ / _____ State _____ / _____ Country _____ to a residence in _____ School district _____ / _____ City _____ / _____ State _____.

2. The child(ren) moved (complete both a. and b.):

a. ☐ on own as worker, OR ☐ with the worker, OR ☐ to join or precede the worker.

b. The worker, _____ First Name and Last Name of Worker _____, is the child or the child's:

☐ parent ☐ spouse ☐ guardian.

i. (Complete "i" to join or precede" is checked in 2a.) The worker moved on _____ MM/DD/YYYY. The child(ren) moved on _____ MM/DD/YYYY. (provide comment)

3. The Qualifying Arrival Date was _____ MM/DD/YYYY.

4. The worker moved due to economic necessity from a residence in _____ School district _____ / _____ City _____ / _____ State _____ to a residence in _____ School district _____ / _____ City _____ / _____ State _____.

AND the worker

☐ Engaged in new qualifying work soon after the move

☐ Actively sought new qualifying work, AND has a recent history of moves for qualifying work.

5. The qualifying work * _____ describe agricultural or fishing work _____ was (make a selection in both a. and b.):

a. ☐ seasonal OR ☐ temporary employment

☐ agricultural OR ☐ fishing work

☐ If applicable, check:

☐ personal subsistence (provide comment)

6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:

a. ☐ worker's statement (provide comment), OR

b. ☐ employer's statement (provide comment), OR

c. ☐ State documentation

for _____ Employer

IV. Comments Section (Must include 2bi, 4c, 5, 6a, and 6b of the Qualifying Move & Work Section, if applicable)

Please include place, town, and state of employment.

Attach additional comment sheets as needed

VI. Parent/Guardian /Spouse/Worker Signature --- Required

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid, and I understand that any false statement provided herein that I have made, is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

Signature _____ Relationship to the child _____ Date mm/dd/yy

VI. Eligibility Data Certification --- Required

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid, and I understand that any false statement provided herein that I have made, is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

Signature of Interviewer _____ Position _____ Date mm/dd/yy

Signature of Recruiter or School Staff _____ Position _____ Date mm/dd/yy

VII. Certification and Review - SEA Use Only - Required

State Director: _____ Signature: _____

State Representative: ☐ Eligible ☐ Not Eligible Date: _____ Signature: _____

Keep a copy for your records; Send original COE, w/ signatures, to: SD Migrant Education Program; SD Department of Education; 800 Governors Drive, Pierre, SD 57501 Revised 07/2017

This is confidential information but may be shared among state and federal entities.

Appendix I - McKinney-Vento Programming Documents

*****REQUIRED BY ALL DISTRICTS*****

McKinney-Vento Education of Homeless Children and Youth Checklist

Title IX, Part A (42 U.S.C. §11431-11435)

Effective October 1, 2016

District Liaison 42 U.S.C. §11432(g)(1)(J)(ii) Duties - 42 U.S.C. §11432(g)(6)(A)

- ☐ Does the District have a designated M-V Liaison?
- ☐ Is the liaison trained?
- ☐ Are other school personnel trained?

Rights of M-V Eligible Children 42 U.S.C. 11432

☐ Does the district have a board adopted policy pertaining to the rights of M-V students?
Does it address the following?

- ☐ Immediate Enrollment
- ☐ Full Participation in School and School Activities
- ☐ Transportation to School of Origin
- ☐ (Or) Comparable Transportation
- ☐ Automatically Title I Eligible even in Non-Title I School
- ☐ Free School Lunch

☐ Did the district inform in writing all eligible students or potentially eligible students of their rights?
(Should be informed 2 times per year)

☐ Did the district use the SD DOE Know Your Rights brochure?

Dispute Resolution Policy 42 U.S.C. 11432(g)(3)(E)

☐ Does the district have a dispute policy/procedure pertaining to M-V and does it meet the requirements?

- ☐ Immediate Enrollment Pending Dispute Resolution
- ☐ Notice of Rights
- ☐ Liaison Assistance
- ☐ Immediate Transportation to the School of Origin during Dispute Process
- ☐ Comparable Services/School Participation
- ☐ Notice of District Decision
- ☐ Right to Appeal
- ☐ Right to Appeal to SD DOE

Elimination of Barriers 42 U.S.C. §§11432(g)(1)(I) and (g)(7)

___ Has the district removed policies and procedures that create barriers in the enrollment and retention of homeless children and youth in schools?

Publicly Post Information 42 U.S.C. §§11432(g)(6)(A)(iv), (v), (vii)

___ Has the M-V liaison and school district provided public notice of the educational rights of homeless children and youths by distributing information in places where such children and youths receive services, such as schools, family shelters, and community banquets?

Identification and Documentation Best Practices - District Liaison Handbook
http://center.serve.org/nche/pr/liaison_toolkit.php

___ Does the liaison/other trained personnel complete documentation for the liaison's records?
(Sample Intake Form Attached)

___ Does the liaison/other trained personnel complete documentation on the services needed?
(Sample Intake Form)

___ Does the liaison have a procedure to determine whether a transferring in student was previously identified?

___ Does the liaison, upon identification of a student, record in the SIMS that a student was M-V identified?

___ Does the liaison ensure that the students SIMS record remains identified until the end of the school-year even at such time as the student becomes permanently housed? (Data requirement)

Title I Set-Aside 20 U.S.C. §6313(c)(3)

___ Does the district currently have a Title I Homeless Set-aside in the Consolidated Application for Federal Title I Funds?

___ Does the district currently have identified homeless students?

___ Did the district identify homeless students last school year?

___ Does the district have a procedure for how the funds will be used for allowable Homeless Set-Aside activities?

For Technical Assistance contact: Laura.Johnson-Frame@state.sd.us 605-773-2491
Sample Documents and Training Opportunities may be found at: <http://nche.ed.gov/>

Intake Form - McKinney -Vento Program (Sample Form)

(Complete with Assistance from the District Liaison or Building Staff)

Student Name: _____ Student # _____ Grade _____

Gender _____ Age _____

Current School or Last Attended _____ Enrolled in School __yes __no

Date of Birth _____

Current Address: _____ Parent/Guardian: _____

Phone: _____

Please list all siblings or other children in the home (use the reverse side, if necessary):

Name	Student #	Grade	Age	School (if not enrolled, please indicate)

Student's Living Situation – Check all that apply

	In a Shelter – give the name of the shelter _____
	Unsheltered – Living in a car, park, campsite, camper, abandoned building, or other location
	Doubled – Up - living with others in their home or apartment because of loss of housing, economic hardship, or similar reason
	Motel/Hotel – give the name of the hotel or motel _____
	Unaccompanied Youth not living with a parent or guardian
	Transitional Housing
	Migrant – Has your family moved in the last 3 years to seek work as a laborer in any type of farming?
	Child temporarily placed with relative or friend

Is your current residence a temporary living situation? ____ Yes ____ No

Is your living arrangement due to the loss of housing or economic hardship? ____ Yes ____ No

Please check the following services that are needed or desired at this time:

Services may be requested later also.

Free Breakfast/Lunch		Tutoring or Mentoring
Transportation		After-School Programs
Clothing or Shoes/Uniform for School		Special Education
School Supplies		Gifted/Talented Services
Counseling		LEP/Bilingual Assistance/Program
Medical/Dental Referral		Community Resources – Food Pantry, Housing, Safety
Vision Referral		Missing Records (check the ones that apply)
Medicaid Assistance – Food Stamps		Birth Certificate
Preschool		Immunization/Medical Records
Head Start Referral		Prior Academic Records
Birth to 3 Referral		Guardianship Issues

Under penalty of perjury under the laws of this state, I declare that the information provided here is true and correct and of my own personal knowledge and that, if called upon to testify, I would be competent to do so. I confirm that I received a copy of my Rights.

Parent/Guardian/Unaccompanied Youth Signature: _____

Date: _____

Building/District Liaison Signature: _____

Date: _____

Additional Children/Siblings

Please list all siblings or other children in the home (continued):

Name	Student #	Grade	Age	School (if not enrolled please indicate)

Additional Information about Services or Additional Services:

Additional Information or Comments from Parent/Unaccompanied Youth:

Additional Information or Comments from District Staff:

Office Use			
Know Your Rights Brochure was Provided?			Yes No
How was this Document sent to the District Liaison? (Must be Sent Immediately.)			Mail Fax

Sample District Policy for Homeless Students

Sample District Policy on Enrollment, Transportation, School of Origin, and the Elimination of Barriers for Children or Youth Experiencing Homelessness including Unaccompanied Youth

The _____ school district policy is to:

- ensure the immediate enrollment of children or youth experiencing homelessness until all enrollment records may be secured, i.e. academic records, medical records, proof of residency, or other documentation.
- keep a child or youth experiencing homelessness in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian.
- ensure the elimination of stigmatization or segregated services and the elimination of other identified barriers for homeless children and youth.
- provide children or youth experiencing homelessness with services comparable to services offered to other students in the school including the following:
 - Transportation services.
 - Educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency.
 - Programs in vocational and technical education.
 - Programs for gifted and talented students.
 - School nutrition programs.

Appendix J – Affirmation of Consultation with Private Schools

Affirmation of Consultation forms must be signed and both pages sent to the office of Grants Management or to the district's Title I Representative before the Consolidated Application will be given final approval. Both documents are available on the Title Website: <http://doe.sd.gov/oess/titlei.aspx>.

Affirmation of Consultation with Private School Officials

Section 1117(b)(1) (*Title I*) and Section 8501(c)(1) (*includes Title I Part C; Title II Part A; Title III Part A; and Title IV Parts A and B*) of the Every Student Succeeds Act require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section. The LEA and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children.

The following topics must be discussed during the ongoing consultation process:

- How the children's needs will be identified (*1117 and 8501*);
- What services will be offered (*1117 and 8501*);
- How, where, and by whom the services will be provided (*1117 and 8501*);
- How the services will be academically assessed and how the results of that assessment will be used to improve those services (*1117 and 8501*);
- The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the amount of funds available for those services, and how that proportion of funds is determined (*1117 and 8501*);
- The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools (*1117*);
- How and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers (*1117 and 8501*);
- How, if the agency disagrees with the views of the private school officials on the provision of the services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor (*1117*);
- Whether the agency (consortium or entity) shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor (*1117 and 8501*);
- Whether to provide equitable services to eligible private school children--
 - By creating a pool or pools of funds will all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools (*1117 and 8501*); or
 - In the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) and (a)(4)(C) based on the number of children from low-income families who attend private schools (*1117 and 8501*);
- When, including the approximate time of day, services will be provided (*1117*); and
- Whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs (*1117*).

We agree that timely and meaningful consultation occurred before the LEA made any decision that

--

Verification of Private School Participation

(Make copies for each private school eligible to participate)

Name of Public School District: _____

Name of Private School: _____

City: _____ South Dakota Zip: _____

The Private School requests to participate in the applicable federal program(s) as indicated below:

	Enter Estimated Amount of Equitable Share	Participation Status-- Please check Yes, No, or NA		
<u>PROGRAM</u>		YES	NO	NA
Title I, Part A	_____	_____	_____	_____
Title II, Part A/REAP	_____	_____	_____	_____
Title IV, Part A	_____	_____	_____	_____
A Limited Number of LEA's have Title I Part C (Migrant) or Title III Part A (English Learner)				
Title I, Part C (Migrant)	_____	_____	_____	_____
Title III, Part A (EL)	_____	_____	_____	_____

School Districts eligible for the flexibility provisions provided by the Rural Education Achievement Program (REAP) may exercise the REAP flexibility authority on behalf of the private schools.

The Private School is aware that:

- The Every Student Succeeds Act requires that public school districts shall offer private schools with a genuine opportunity for equitable participation.
- The special needs of the private school may be different from the public school, and therefore, the program provided may be different.
- The control of program funds and the title to any equipment and materials purchased with those funds must remain with the public school district. No funds can be paid directly to the private school.
- If the private school participates it will keep such records and make such reports as may be required for program audits.
- Any educational services provided shall be secular, neutral and nonideological.

Signature of Authorized Private School Official

Title

Date

Phone Number

The LEA must maintain a copy of this form in its record and provide a copy to the SEA

English Learner Basics Checklist

What are the steps a school should take when an English learner, or EL student, enrolls in their school? Who needs to be identified, and if a student is identified as needing EL services, what is the process a school must use to assess language skills? These are just a few questions this step-by-step document outlines for school personnel seeking to best serve EL students.

Where to start.... Questions to ask....

First step: Who are the EL and or Title III Contact in your district?

Home Language Survey

- ☐ Does the school district have a home language survey for ALL students?
- ☐ When is the survey administered?
- ☐ Where are copies of the home language survey kept?
- ☐ Do all the questions in your home language survey trigger screening for English learners?

- You can find a sample HLS on the SDDOE website:

<http://doe.sd.gov/oess/TitleIIIela.aspx>

Note: At the beginning of the school year, identification, screening and parental notification of eligible students, must be given within **30 days of enrollment**. Once the school is underway, the window for identification, screening and parental notification of eligibility is within **2 weeks of enrollment**.

The student indicated a language other English...

English Language Proficiency Screener (KG- W-APT) **WIDA ACCESS Placement Test** & Grades 1-12 WIDA Screener

- ☐ Are you familiar with the KG- W-APT & WIDA Screener?
- ☐ Did you know that you can download the KG W-APT for free? Contact your District Assessment Coordinator to help with this.
- ☐ Do you have a WIDA training account?
- ☐ Who administers the KG W-APT & WIDA Screener in your school district?
- ☐ Where are the KG W-APT & WIDA Screener results kept?
- ☐ Do you know what score qualifies a student as an English learner?
- ☐ You can find South Dakota's identification criteria here:

<http://doe.sd.gov/oats/documents/ID-CrELLS.pdf>

Note: KG W-APT & WIDA Screener scores should be kept in the student's cumulative folder. To download the KG W-APT please visit: <https://www.wida.us/assessment/w-apt/> . You will need a username and password to access the KG W-APT.

Contact Yutzil Becker if you need assistance with attaining the KG W-APT
yutzil.becker@state.sd.us.

- You can also visit the WIDA website : <https://www.wida.us/index.aspx>

The student qualified for EL services...

Infinite Campus

- ☐ Where in Infinite Campus do I identify my student as EL?
- ☐ First Step: click on **Census-People**-Indicate the student's **Home Primary Language – date entered U.S school** (first year in country purposes)
- ☐ Go to: **General-Program Participation-EL-Indicate the date the student was identified as EL**
- ☐ Under EL tab- **indicate what Program Model the student will enroll in**
- ☐ Is the student an immigrant student? (Title III Immigrant Grant Purposes)
- ☐ Definition of an immigrant student:
 - Ages 3-21
 - were not born in any State: and
 - Have not been attending one or more schools in any one or more States for more than 3 full academic years
- ☐ Immigrant student is recorded in the **Citizenship Tab**
 - Contact Teri Jung- Teri.Jung@state.sd.us or
 - Yutzil Becker- Yutzil.Becker@state.sd.us if you need assistance with Infinite Campus.

Parent Notification

- When do I notify parents that their student is eligible for EL services?
 - ☐ At the beginning of the school year, identification, screening and parental notification of eligible students, must be given within **30 days of enrollment**. Once the school is underway, the window for identification, screening and parental notification of eligibility is within **2 weeks of enrollment**.
- What is your district's plan to provide important communications to parents in the language that they prefer?
 - ☐ Translation of communications is a Civil Rights requirement
 - ☐ Any notification that is required under Title I and Title III requires that communication be provided, "to the extent practicable, in a language that parents can understand in the interest of maintaining strong communications with parents of ELs."
- What should the Parental Notification of eligible students contain?
 - ☐ Reason for identification
 - ☐ ELP level
 - ☐ Methods of Instruction
 - ☐ How the programs differ

- ☐ How the program meets educational needs
- ☐ Exit requirements
- ☐ How the program meets the IEP if applicable
- ☐ Parent rights to withdraw their child from the program, or to choose another program or method of instruction

Important: Title I & Title III Requirement

English Learner Services

- How will you help your student with English Language Development?
- What type of EL program(s) does your district use?
 - ☐ ESL Pull-Out
 - ☐ ESL Push-In
 - ☐ Dual Language
 - ☐ Sheltered English Immersion
 - ☐ Newcomer Program
 - ☐ Transitional Bilingual
- A list of the Program Types and descriptions can be found on the SDOE website <http://doe.sd.gov/oess/TitleIIIela.aspx>

Language Acquisition Plan

- ☐ A language acquisition plan must be completed for an EL student and updated **annually**
- ☐ This is where the school describes accommodations to be used in the regular classroom instruction
- ☐ Assessment accommodations
- ☐ The type of EL service
- ☐ If a student received Special Education services, the accommodations marked on the LAP must also be listed on their IEP Plan or the accommodation cannot be used on state-required assessments
- ☐ You can find a sample LAP on page 53 of this document

Note: When creating the student's Language Acquisition Plan it is important to involve staff members that will be working closely with the student developing this plan.

ACCESS for ELLs 2.0

Identified ELL students in grades K-12 must be given the ACCESS for ELLs 2.0 each February. This large scale test addresses the academic English language proficiency standards that help with instructing and evaluation the progress of English learners.

- In 2015-2016, the WIDA Consortium began the administration of the new, annual summative assessment, ACCESS for ELLs 2.0. An **online** assessment replaced the the paper-based version of ACCESS for ELLs for Grades 1-12, although a paper-based assessment will continue to be available for schools that are not ready to test online and will also be available as an accommodation.
 - All identified EL students must be administered the ACCESS for ELLs 2.0 annually until the student meets South Dakota's exit criteria.
 - Kindergarten ACCESS for ELLs and Alt. ACCESS will remain paper-based.
 - Who in your district administers the ACCESS for ELLs 2.0 Assessment?
 - Do they have a WIDA training account?
 - Schools need to make sure that the different testing roles have done the proper training offered on the WIDA website.
 - For all information regarding ACCESS for ELLs 2.0 please visit:
<https://www.wida.us/>
<http://doe.sd.gov/oats/elp.aspx>

My student met South Dakota's exit criteria...

- What is South Dakota's exit criteria?
<http://doe.sd.gov/oats/documents/ExitCELLs.pdf>

2 Year Monitoring

Students that have exited from their EL program will be monitored for the next two consecutive years. School Districts are responsible for evaluating the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the two years after such children are no longer receiving services. Such things as a teacher referral, a parent referral, test scores and mainstream classroom success might indicate a need to discuss the possibility that a student needs to be re-integrated into the EL program.

For more information on English learners and WIDA Assessments please contact: Yutzil Becker at Yutzil.Becker@state.sd.us or at 605.773.4698

Home Language Survey

Home Language Survey (Sample)

Student Information	
First Name:	Date of Birth:
Last Name:	School Name:

Questions for Parents or Guardians	Response
What is the language most frequently spoken at home?	
What language did your child learn when he/she began to talk?	
Which language does your child most frequently speak at home?	
Which language do you most frequently speak to your child?	
In what language would you prefer to get information from school?	

English Learner Program (EL)

Sample School District

2017-2018

Notification of Program Eligibility: (Entrance / Continuation / Exit) circle one

School: _____ Date: _____

Dear Parent/Guardian of: _____,

ESEA Section 1112(A)(i)

According to information you provided on the Home Language survey along with an English language proficiency assessment, your child:

- ☐ Is identified and eligible for EL services.
- ☐ Is qualified to continue EL services.
- ☐ Does not qualify for EL services because...
 - ☐ The student was formerly an English learner and is now English proficient. The student reads, speaks, and comprehends English in academic classroom settings. The student has exited from the EL program and will be monitored for continued academic success for 2 years.
 - ☐ The student was never classified as an English learner and does not fit the definition of an English learner outlined in state or federal law.

ESEA Section 1112(A)(ii)

In XX Schools, Title III/EL Program eligibility is determined by Language Proficiency, which is assessed on a **scale of 1-6**. On the English language proficiency test, **your child tested at a level _____** on the **ACCESS, Alternate ACCESS, MODEL or KG W-APT**.

Below is an explanation of the levels.

English Language Proficiency Levels (grades K-12)

Level A1	Initiating	The student can imitate sounds and respond to familiar voices.
Level A2	Exploring	The student can approximate routinely practiced words and respond to routinely practiced oral cues.
Level A3	Engaging	The student can approximate words and phrases and can respond to an idea within familiar language.
Level 1	Entering	The student knows and uses minimal social language and minimal academic language with visual support.
Level 2	Emerging	The student knows and uses some social English and general academic language with visual support.
Level 3	Developing	The student knows and uses social English and some specific academic language with visual support.
Level 4	Expanding	The student knows and uses social English and some technical academic language.
Level 5	Bridging	The student knows and uses social and academic language working with grade level material.
Level 6	Reaching	The student knows and uses social and academic language at the highest level measured by this test.

ESEA Section 1112(A)(vi)

To exit from the EL program, ELs will have reached the minimum level of a **5.0** Overall Composite Proficiency Level on the ACCESS for ELLs 2.0 test, but it can take up to 7 years to exit the EL program. Your child's anticipated graduation year from the EL program is _____.

ESEA Section 1112(A)(iii)

The school offers the following programs to help your child develop English language proficiency:

Pull-out language support Push-in language support Sheltered Instruction

Other(s) _____

ESEA Section 1112(A)(v)

This program will help meet your child's language development needs by assisting your child with English language development in order for your child to meet the challenging academic standards in the mainstream classroom.

ESEA Section 3302(A)(iv)

A Language Acquisition Plan (LAP) will be written to address your child's specific strengths and needs:

- ☐ LAP is Attached (entrance or continuation)
- ☐ LAP will be written (entrance or continuation)
- ☐ Not applicable – student does not qualify
- ☐ Not applicable – student is exiting

ESEA Section 3302(A)(vii)

If your child also qualifies for Special Education services, the EL teacher will be part of the Individualized Education Program (IEP) team in order to ensure that the EL programming is working to help meet the objectives of the IEP.

ESEA Section 3302(A)(viii)

Parents/guardians have the right to decline services, but annual language proficiency assessment remains a district responsibility. If services are declined, an LAP is written to address the student's linguistic needs in the regular education setting. The EL decline of services form must be signed, dated, and returned to the school.

If you need more information regarding the EL program and services, contact: _____

_____ SCHOOL DISTRICT

_____ School Year

Language Acquisition Plan for Student that are English Language Learners
Required under Federal Law (Title III, Sec 3302,)

GENERAL DATA

Student Name	Last		First		Middle	
Current Address						
Gender	M		F		Date of Birth	
Country of Birth						
Language first spoken			Language spoken in home			Additional Languages spoken
Date of 1 st year in country			Immigrant Status (less than three years)			
Parent/Guardian name						
Phone	Home		Work		CEL	
Other Contact Person	Relationship		Phone			
Home/School communication to parent/guardian requested in:	English		Native Language		Oral	Written

ACADEMIC HISTORY PRIOR TO ENTERING _____ SCHOOL DISTRICT

Age Started School		Years in Preschool/K		Years in 1-5		Retained in grades	
Last Grade Completed		Interrupted Education		Limited Schooling		No formal Schooling	
Has the student been referred for Special Education?				Does the child have an IEP?			
School Attended	City/State/Country	School Year	Grade	Age	Language of Instruction		
ACADEMIC ACHIEVEMENT LEVEL HISTORY							
Subject	Below level	On or Above level	Method used to determine Level	Information not available			
Math							
Reading							
Writing							

Alt. ACCESS criteria <https://www.wida.us/assessment/alternateaccess.aspx#participation-criteria>

KG WAPT & WIDA SCREENER INFORMATION

Test	Date	Score	Level
Speaking			
Listening			
Reading			
Writing			
Composite SCORE			

ACCESS 2.0 INFORMATION

Test	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
Speaking																		
Listening																		
Reading																		
Writing																		
Composite SCORE																		

ESL SERVICE

Date Identified EL		Date Entered ESL Program			
Student will receive Direct ESL Pull-out Services for		Minutes		Days a week	
Student will be placed in an ESL English Class for on Credit (Grades 7-12 only)		Year		Semester	
Student will be placed on monitoring Status		Comments:			
Parents Declined Services		Comments:			
<p>With regular school attendance and parental support it is anticipated that the student will exit from services for English Language Learners to monitoring status in years.</p>					
Comments:					
Date exited from EL Status					
Expected date of Graduation (Grades 9-12 only)					
Student Name		Last	First	Middle	

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

***These Designated Supports are appropriate if consistent with the on-going normal delivery of classroom instruction and MUST be documented on the student's LAP.**

Designated Supports:	ACCESS 2.0	SBAC	Science
Repeat Directions	x	x	x
Simplified Directions	x	x	x
Translated Directions	x	x	x
Text to Speech		All Math & ELA items	
Read aloud		All Math & ELA items	
Flexible schedule	x	x	
Test environment	x	x	
Word-to-Word Glossary			x
Translated Glossary		Math items	
Translation Stacked		Math items	
Bilingual Dictionary		ELA Performance task full writes	
Masking		x	
Color Contrast	x	x	
Magnification	x	x	
Noise Buffer	x	x	
Scribe		Non-writing items for ELA & Math	
Other: (must be approved by DOE before being used on State Assessment)			

https://www.wida.us/assessment/WIDA_AccessAccDescriptions.pdf

*Accommodation policies for ELP testing & content area testing are not identical and are not interchangeable.

****Students needing accommodations refer to IEP or 504 plan**

INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM

To meet the needs of this child the following are to be used in regular classroom instruction:

	Paraphrasing or repeating directions in English*	Print instead of using cursive
	Personal cueing	Use high interest/low vocabulary text material
	Reader (oral administration)	Use overhead and provide students with copies of teacher transparencies/notes/lectures
	Technology (on-line testing)	Make instruction visual – graphic organizers, pictures, maps, graphs... to aid understanding
	Extended time	Highlight/color code tasks, directions, letters home
	Bilingual dictionary	Pair ESL student with an English speaking "Study Buddy"
	Individual test administration	Seat student in close proximity to teacher, alongside Study Buddy
	OTHER*:	Allow peer tutors to assist student with work
	Reduced and/or modified class and homework assignments	Ask questions that allow student to answer successfully
	Modified assessments (i.e. oral)	Allow student opportunities to read aloud successfully
	Break tasks/directions into subtasks	Use manipulatives
	Increase wait time	Use books on tape
	Additional time to complete assignments and tests	Record material for student listening
	ESS (Extended School Services)	Record student speaking into a tape recorder
	Face student when speaking – speak slowly	Label items in the room
	Other programming accommodations to address individual strengths and needs:	

ENGLISH INSTRUCTIONAL PLAN

Annual objective(s)
<ul style="list-style-type: none"> To communicate in social settings
<ul style="list-style-type: none"> To achieve in content areas
<ul style="list-style-type: none"> In socially and culturally appropriate ways

Persons involved in the development of the Language Service Plan:

	Principal		Parent
	School /District EL Coordinator		Parent
	EL Teacher		Student
	Teacher		Interpreter
	Teacher		Date

Appendix L – ESSA and Foster Care

Every Student Succeeds Act and Foster Care

Every Student Succeeds Act (ESSA)

On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA). Originally enacted in 1965 and last reauthorized as the No Child Left Behind Act in 2002, ESEA's mission is "to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education." ESSA is the first major overhaul of federal education law in over a decade. For the first time, the ESEA now contains key protections for students in foster care to promote school stability and success, and required collaboration with child welfare partners.

ESSA PROTECTIONS FOR FOSTER CARE STUDENTS

Children in foster care are some of the country's most educationally disadvantaged students. Studies show students in foster care experience: school suspensions and expulsions at higher rates than their peers not in foster care, lower standardized test scores in reading and math, high levels of grade retention and drop-out, and far lower high school and college graduation rates.

REMAIN IN THE SAME SCHOOL WHEN IN THE CHILD'S BEST INTEREST

Children in foster care frequently change schools – when they first enter foster care, when they move from one foster care living arrangement to another, or when they return home. Research shows that children who change schools frequently make less academic progress than their peers and fall farther behind with each school change -leading to low test scores, negative academic outcomes, and high drop-out rates. Additionally, instability makes it difficult for children to develop supportive relationships with teachers or peers.

Under the new law, state education agencies must assure that students in foster care remain in their school of origin, unless it is not in their best interest. Federal child welfare law already requires child welfare agencies to collaborate with education agencies to ensure school stability when it is in the child's best interest; this law creates reciprocal obligations on education agencies.

IMMEDIATE ENROLLMENT IN SCHOOL AND TRANSFER OF SCHOOL RECORDS

Children in foster care frequently face delays in school enrollment or are placed in the wrong classes or schools, often due to missing, incomplete, or delayed school records and documentation.

Under the ESSA, children in foster care can enroll immediately in a new school when a school change is necessary, even if the child cannot produce normally required enrollment documents and school records. Additionally, enrolling schools must immediately contact the school last attended by the child to obtain relevant education records.

SCHOOL TRANSPORTATION WHEN NECESSARY

For some students in foster care, transportation is needed to allow them to remain in the same school. By December 10, 2016, local education and child welfare agencies must develop plans for providing cost-effective transportation when needed to allow students to remain in the same school.

POINT OF CONTACT DESIGNATED WITHIN STATE EDUCATIONAL AGENCY

Under the new law, every state education agency must designate a point of contact for child welfare agencies. To ensure that the point person has the capacity and resources needed, the individual must be someone other than the state's McKinney-Vento Act Coordinator.

Having a point person focused on foster care in every state's education agency is vital to effective implementation of the new law. The point person should facilitate efficient communication and collaboration with the state child welfare agency, oversee the rights and protections for students in foster care under the law, identify best practices, and ensure effective implementation at the local educational agency level and with public charter schools.

LOCAL EDUCATIONAL AGENCY (LEA) POINT OF CONTACT

When the child welfare agency notifies the local education agency (typically a school district, but it could also be a charter school or other LEA) that it has a point of contact for the education of children in foster care, the LEA is now required to designate a similar point of contact. This exemplifies the type of collaboration needed to support implementation of the law: both child welfare agencies and local education agencies need to designate staff to ensure school stability and support the educational success of children in care.

Points of contact in the local educational agency can help ensure: streamlined communication and collaboration with the child welfare agency and the child welfare point of contact; smooth implementation of the provisions of this new law; and, if a school change is warranted, smooth transitions of children by connecting them with their new school communities.

REMOVAL OF "AWAITING FOSTER CARE PLACEMENT" FROM THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Because of the addition of these key protections for students in foster care and in recognition of the need for additional resources for students who are homeless, this law removes "awaiting foster care placement" from the definition of "homeless" for purposes of the McKinney-Vento Act one year after enactment. (For Delaware and Nevada, which define "awaiting foster care placement" in statute, this provision will not go into effect for two years.)

REQUIRED DATA COLLECTION AND REPORTING

For the first time, state educational agencies will be required to report annually on student achievement and graduation rates for students in foster care. To implement this requirement, education agencies and child welfare agencies will need to work together to ensure effective, appropriate, and confidential data and information sharing between systems.

Reporting student data by subpopulations can help school districts and states identify trends and use limited resources where they are needed most. Disaggregating student data is also critical to raise public awareness about the educational needs of youth in foster care, increasing support for needed policy and practice changes.

EVERY STUDENT SUCCEEDS ACT (ESSA) AND FOSTER CARE

On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA). Originally enacted in 1965 and last reauthorized as the No Child Left Behind Act in 2002, ESEA's mission is "to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education." ESSA is the first major overhaul of federal education law in over a decade. For the first time, the ESEA now contains key protections for students in foster care to promote school stability and success, and required collaboration with child welfare partners.

ESSA PROTECTIONS FOR FOSTER CARE STUDENTS

REMAIN IN THE SAME SCHOOL WHEN IN THE CHILD'S BEST INTEREST

Under the new law, state education agencies must assure that students in foster care remain in their school of origin, unless it is not in their best interest. Federal child welfare law already requires child welfare agencies to collaborate with education agencies to ensure school stability when it is in the child's best interest; this law creates reciprocal obligations on education agencies.

TRANSPORTATION

For some students in foster care, transportation is needed to allow them to remain in the same school. By December 10, 2016, local education and child welfare agencies must develop plans for providing cost-effective transportation when needed to allow students to remain in the same school.

IMMEDIATE ENROLLEMENT

Under the ESSA, children in foster care can enroll immediately in a new school when a school change is necessary, even if the child cannot produce normally required enrollment documents and school records. Additionally, enrolling schools must immediately contact the school last attended by the child to obtain relevant education records.

SEA POINT OF CONTACT

Under the new law, every state education agency must designate a point of contact for child welfare agencies. To ensure that the point person has the capacity and resources needed, the individual must be someone other than the state's McKinney-Vento Act Coordinator.

LEA POINT OF CONTACT

When the child welfare agency notifies the local education agency that it has a point of contact for the education of children in foster care, the LEA is now required to designate a similar point of contact. This exemplifies the type of collaboration needed to support implementation of the law: both child welfare agencies and local education agencies need to designate staff to ensure school stability and support the educational success of children in care.

DATA COLLECTION AND REPORTING

For the first time, state educational agencies will be required to report annually on student achievement and graduation rates for students in foster care. LEAs will be responsible for encoding children in foster care within Infinite Campus.

REMOVAL OF "AWAITING FOSTER CARE" PLACEMENT FROM THE MCKINNEY-VENTO ACT

Because of the addition of these key protections for students in foster care and in recognition of the need for additional resources for students who are homeless, this law removes "awaiting foster care placement" from the definition of "homeless" for purposes of the McKinney-Vento Act one year after enactment.

SOUTH DAKOTA DEPARTMENT OF EDUCATION CONTACT:

Jenifer Palmer

Jenifer.Palmer@state.sd.us

605-773-4437

SOUTH DAKOTA DEPARTMENT OF SOCIAL SERVICES CONTACT:

Stacy Nemec

Stacy.Nemec@state.sd.us

605-773-4417



South Dakota Transportation Procedures for Students in Foster Care under the Every Student Succeeds Act of 2015

Background

National research shows children in foster care are at high risk of dropping out of school and are unlikely to attend or graduate from college. Frequent mobility of students in foster care is a barrier to their academic success.

The Every Student Succeeds Act of 2015 (ESSA) requires districts to work closely with Child Protection Services (CPS) to tailor transportation processes and procedures to their unique local contexts. School districts and CPS must collaboratively establish procedures which facilitate the prompt transportation needed to ensure educational stability for students in foster care. **To that end, this document contains a sample Transportation Plan for Students Placed in Foster Care that districts may choose to use.**

Districts also may choose to develop their own plans/procedures, as long as they meet federal guidelines.

Under ESSA, transportation procedures for children in foster care must:

- Ensure that children in foster care needing transportation to the school of origin (SOO) will promptly receive transportation in a cost-effective manner and in accordance with the CPS's authority to use child welfare funding for SOO transportation;
- Ensure that, **if** there are additional costs incurred in providing transportation to maintain children in foster care in their SOO, the district will provide transportation to the SOO **if**:
 - the local CPS office agrees to **reimburse** the LEA for the cost of such transportation;
 - the district **agrees** to pay for the cost of such transportation; **or**
 - the district and the local CPS office **agree** to share the cost of such transportation.

Development of the local plan should include both the district's and CPS's point of contact (POC). Additional participants could include: Title I coordinator, superintendent, principal, and CPS regional managers.

Sample Template

School District Name Transportation Plan for Students Placed in Foster Care

Sequence:

1. When a student is placed in foster care or changes residence while in foster care, the CPS worker must notify the school district contact person. If the new residence is not in the same school district, the district's POC must be notified.
2. If necessary, the district's POC can notify the SOO transportation designee.
 - a. The POC should provide the student's name, current school, new residence address, and whether the student has an IEP with specialized transportation.
 - b. The SOO transportation designee identifies potential ways that the child could be transported (see list of options below).
3. The CPS worker and the district POC share their information. The joint decision is made by the CPS worker and the district POC.
4. If the decision is that the student will remain in the current school, the district POC can notify the SOO transportation designee, who then assists in arranging transportation to and from school.

Options:

Multiple factors will be considered and addressed when determining transportation options for these students, including: safety for the student and other students being transported; student age; length of commute; and distance. Information from the SOO transportation designee about these factors will be provided, so that the plan will be in the best interest of the child and include consideration of cost-effective measures.

The following options can be considered to provide SOO transportation:

1. Existing transportation can be modified slightly to accommodate the new address such as:
 - a. An existing bus route can be used.
 - b. An existing bus route can be modified slightly to accommodate the new address.
 - c. Specialized transportation offered to other students can be accessed, such as:
 - i. School district car;
 - ii. Public transportation;
2. The CPS worker also should explore options outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.

Funding:

If School District Name can offer an existing means of transportation at no additional cost, CPS will not be charged.

CPS and School District Name can work together, as described above, to provide a form of transportation that best meets the child's needs. CPS will explore different funding sources to assist with transportation. The school district's Title I, Part A funds may be used to assist with excess transportation costs if funds exist after covering mandated responsibilities (such as transportation for students experiencing homelessness).

If the student has an IEP that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on South Dakota's special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

Appendix N – Tribal Consultation Confirmation



FY 20__ Confirmation of Tribal Consultation For School Year Ending June 30, 20__

This form affirms that the requirements for tribal consultation, as set forth under Section 8538 of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA), have occurred between the Local Education Agency (LEA) and Tribal Leader/Representative.

This is an official document that should be used by districts and tribal leaders to document all consultations. A separate signature is required for each official tribal representative present.

☐ The Tribal Official(s) agree that timely and meaningful consultation occurred and that the LEA provided the opportunity to provide input and to contribute to the LEA Consolidated Application plan.

Name and Title of Tribal Official Contacted: _____

Tribal Official Signature

Date

☐ The Tribal Official(s) agree that timely and meaningful consultation occurred and that the LEA provided the opportunity to provide input and to contribute to the LEA Consolidated Application plan.

Name and Title of Tribal Official Contacted: _____

Tribal Official Signature

Date

☐ Check if the Tribal Official(s) and/or tribal agency did not respond to the LEA's repeated good-faith attempts for tribal consultation.

List Tribal Official(s) and/or tribal organizations that did not respond to the LEA's repeated attempts for Indian tribal consultation.

1. _____
2. _____
3. _____

FY 20__ Confirmation of Tribal Consultation For School Year Ending June 30, 20__

LEA Affirmation and Signature

We agree that timely and meaningful consultation occurred before the LEA submitted plans or applications for the following Title programs under ESEA as amended by ESSA.

We agree that we have participated in meaningful and timely discussion on each Title under ESSA and the LEA has chosen to participate in the programs marked below.

- ☐ Title I, Part A (Improving Basic Programs Operated by State and Local Education Agencies)
- ☐ Title I, Part C (Education of Migratory Children)
- ☐ Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk)
- ☐ Title II, Part A (Supporting Effective Instruction)
- ☐ Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- ☐ Title IV, Part A (Student Support and Academic Enrichment Grants)
- ☐ Title IV, Part B (21st Century Community Learning Centers)
- ☐ Title V, Part B, Subpart 2 (Rural and Low-Income School Programs)
- ☐ Title VI, Part A, Subpart 1 (USED Indian Education Formula Grants to Local Education Agencies)

We agree that timely and meaningful consultation shall continue throughout implementation and assessment of services provided under section 8538.

Name of

LEA: _____

LEA Signature

Date

Tribal Official Signature

Date

Tribal Official Signature

Date

This form must be kept at the LEA office, and uploaded to the GMS Consolidated Application Tribal Consultation Tab.

If such Tribal officials do not provide such affirmation within a reasonable period of time, the affected LEA shall forward documentation that such consultation has taken place to the SD DOE as an upload to the GMS Tribal Consultation Tab.

Appendix O – Tribal Consultation Exception



Tribal Consultation Exception SY 2017-2018

☐ I participated in the SD DOE training on Tribal Consultation and ensure that our district will proceed with timely and meaningful consultation with the appropriate tribal officials of the participating tribes or those tribal organizations approved by the tribes.

Below is a brief summary (or timeline) for how the district will proceed with timely and meaningful consultation for the GMS *Consolidated Application* due on July 1, 2018.

I assure that timely and meaningful consultation shall continue throughout implementation and assessment of services provided under Section 8538.

Name of LEA: _____

LEA Official Representative: _____

LEA Signature

Date

This form must be kept at the LEA office, and uploaded to the GMS Consolidated Application Tribal Consultation Tab.

Appendix P – District Assignments

Jordan Dueis (4716)	Betsy Chapman (4712)	Laura Johnson-Frame (2491)
Aberdeen	Alcester-Hudson	Agar Blunt Onida
Bennett County	Andes Central	Armour
Dupree	Bison	Beresford
Freeman	Bowdle	Bon Homme
Hitchcock-Tulare	Brookings	Castlewood
Huron	Canton	Chamberlain
McLaughlin	Clark	Custer
Oglala Lakota County	Dell Rapids	Garretson
Rapid City	Deuel	Gayville-Volin
Smee	Eagle Butte	Haakon
Sioux Falls	Ethan	Hamlin
Todd County	Eureka	Harding County
Watertown	Faulkton	Herreid
White River	Frederick	Hill City
	Gettysburg	Leola
	Harrisburg	Lyman
	Hot Springs	McCook Central
	Irene-Wakonda	Mitchell
	Ipswich	Montrose
	Iroquois	New Underwood
	Langford	Oelrichs
	Lead-Deadwood	Oldham-Ramona
	Lemmon	Parker
	Miller Area	Parkston
	Mobridge-Pollock	Pierre
	Mount Vernon	Plankinton
	Platte-Geddes	Redfield
	Sanborn Central	Selby Area
	South Central	Spearfish
	Tea Area	Tripp-Delmont
	Tri-Valley	Wall
	Wessington Springs	Waverly
	Willow Lake	West Central
	Yankton	

Jenifer Palmer (4437)	Dawn Smith (2535)
Avon	Arlington
Baltic	Belle Fourche
Brandon Valley	Big Stone City
Britton-Hecla	Bridgewater-Emery
Burke	Canistota
Centerville	Colome Consolidated
Chester	Corsica-Stickney
Coleman-Egan	Doland
Dakota Valley	Douglas
DeSmet	Edgemont
Deubrook Area	Edmonds Central
Estelline	Elk Mountain
Faith	Elk Point-Jefferson
Florence	Elkton
Gregory	Flandreau
Hanson	Groton Area
Highmore-Harrold	Henry
Hoven	Howard
Lake Preston	Jones County
Madison Central	Kadoka
Marion	Kimball
Meade	Lennox
Menno	McIntosh
Milbank	Newell
Northwestern Area	Rosholt
Sisseton	Rutland
Stanley County	Scotland
Summit	Sioux Valley
Vermillion	Timber Lake
Warner	Viborg-Hurley
Webster	Wagner
White Lake	Waubay
Winner	Wilmont
Wolsey-Wessington	Woonsocket

NOTES:

[illegible]

[illegible]

The contents of this program were developed under a grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government. 200 copies at a cost of \$2.75 per copy.